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# Convention on the Elimination of All Forms of Discrimination against Women

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**Committee on the Elimination of Discrimination against Women**
Thirtieth session
12-30 January 2004
Item 6 of the provisional agenda*
**Implementation of article 21 of the Convention on the Elimination of All Forms of Discrimination against Women**

## Report provided by specialized agencies of the United Nations on the implementation of the Convention in areas falling within the scope of their activities

### Note by the Secretary-General

**Addendum**

### United Nations Educational, Scientific and Cultural Organization

1. On behalf of the Committee, the secretariat invited the United Nations Educational, Scientific and Cultural Organization (UNESCO), on 19 September 2003, to submit to the Committee a report on information provided by States to UNESCO on the implementation of the Convention on the Elimination of All Forms of Discrimination against Women in areas falling within the scope of its activities, which would supplement the information contained in the reports of the States parties to the Convention that will be considered at the thirtieth session.

2. Other information sought by the Committee refers to activities, programmes and policy decisions undertaken by UNESCO to promote the implementation of the Convention.

3. The report annexed hereto has been submitted in compliance with the request of the Committee.

* CEDAW/C/2004/I/1.

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# Annex

## Report of the United Nations Educational, Scientific and Cultural Organization to the Committee on the Elimination of Discrimination against Women at its thirtieth session

### I. Introduction

1. The Committee on the Elimination of Discrimination against Women will hold its thirtieth session from 12 to 30 January 2004 at United Nations Headquarters in New York. At this time the Committee will consider the reports of the following countries: Bhutan, Belarus, Ethiopia, Germany, Kuwait, Kyrgyzstan, Nepal and Nigeria.

2. In accordance with article 22 of th. Convention on the Elimination of All Forms of Discrimination against Women, specialized agencies are invited "to submit reports on the implementation of the Convention in the areas falling within the scope of their activities" and to provide information on any recent activities, programmes and policies that would promote the implementation of Article 10 and any related articles of the Convention. The contribution of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to the implementation of the Convention within the scope of the Organization is provided in chapter II of the report. Chapter III of the report describes the measures taken by UNESCO to implement the Convention in the countries being considered.

### II. Contribution of UNESCO to the implementation of the Convention within the scope of the organization

3. The UNESCO medium-term strategy for 2002-2007 stipulates that the needs of women must be mainstreamed throughout all the Organization's programme activities and projects. A gender perspective will be integrated in policy planning programming, implementation and evaluation activities in all areas within the competence of UNESCO with a view to promoting empowerment and achieving gender equality. Women's priorities and vision of development goals and approaches will be addressed and promoted through greater participation of women at all levels and in all areas where UNESCO takes action. Region-specific programmes and activities that benefit girls and women of various ages, including the young and the elderly, will focus on networking, exchange of information, sharing of knowledge and building alliances across borders and cultures in the framework of the United Nations Declaration and Programme of Action on a Culture of Peace.[a] Further promotion and implementation of the Convention and all other international normative instruments that promote women's human rights will remain a top priority.

4. The Women and Gender Equality Section in the Bureau of Strategic Planning has started the preparations for its first gender-training at UNESCO headquarters, in January 2004.

5. In September 2003 the Women and Gender Equality Section published the *UNESCO Gender Mainstreaming Implementation Framework for 2002-2007* in English, French and Spanish. This Framework provides UNESCO with a road map

and compass that will allow its staff to effectively integrate a gender perspective in current and future sectoral and regional policies.

## A. Women, gender and education

6. The UNESCO strategy for gender mainstreaming in *basic education* focuses on three key tasks: (a) gender-friendly learning environments; (b) stressing the need for linking formal and non-formal education, together with advocacy and sensitization for policy change to ensure commitments at all levels; and (c) support for policy development through comprehensive research and gender responsive data collection and analysis, and the relevant capacity-building.

7. UNESCO decided in 1995, within the framework of the UNITWIN/UNESCO chairs programme, to earmark seven teaching and research programmes in *higher education* for specific gender-related programmes designed to promote sustainable human development and to ensure that women participate fully in processes that will make this viable. The varied impact of the programme illustrates a diversity of approaches and innovative strategies to increase women's and girls' participation in society at all levels. The purpose of the project "Women, higher education and development" is to empower women, emphasizing the importance of research links to the local community and civil society.

## B. Women, gender and natural sciences

8. Concerning women in science UNESCO supports the statement of the World Science Conference (Budapest, 1999) stressing the importance of promoting women in science and technology if sustainable development is to be achieved on a planetary scale.

9. To develop national and international policy while taking gender into account, a toolkit on gender indicators in engineering, science and technology has been developed by the University/Industry/Science Partnership programme in the UNESCO science sector. The purpose of the toolkit is to promote the collection of gender-disaggregated data in scientific and technological activities.

10. UNESCO, along with l'Oréal, conducts the partnership programme "For women in science" to raise the visibility of women in science and reinforce the role of women in scientific disciplines. Consequently the programme includes two main modules: (a) the l'Oréal-UNESCO Award, which distinguishes five remarkable women researchers (in life sciences and science of the matter) representing the five continents each year; and (b) the annual UNESCO-l'Oréal fellowships, which encourage young women scientists to pursue research in the field of science.

## C. Women, gender and social and human sciences

11. Gender equality and development are important dimensions in the work of the UNESCO social and human sciences sector, which seeks to contribute to the transformation of gender social relations and to the promotion of existing normative instruments. Emphasis is placed on the social and legal capacity of men and women to mobilize resources and enjoy equal access to benefits, opportunities, treatment and status. Actions of the social and human sciences sector include the following:

(a) Promotion of the gender perspective in parliaments;

(b) Raising awareness about special needs of victims of sexual violence;

(c) Supporting a comparative study on the rights of women in 35 countries (*The Status of women at the Dawn of the Twenty-first Century*);

(d) Creation of a working group (under the International Bioethics Committee of UNESCO) to study women's health in a human rights perspective, resulting in the book entitled *Women's Rights and Bioethics (2000)*;

(e) Operationalization of the Convention on the Elimination of All Forms of Discrimination against Women through projects;

(f) Coordinating human rights projects that encourage equal participation and support debates on gender roles in relation to human rights and democracy.

## D. Women, gender and communications

12. The UNESCO programme on women in the media aims, through a multifaceted approach, to empowerment, to upgrade the representation of women at decision-making levels in the media industry, to actively involve them in news production and to enable them to master the latest communications technologies. UNESCO believes that communications can be a driving force in the promotion of women's responsible participation in a context of peace and equality.

13. In July 2003, an expert group meeting on "Gender issues in the information society" was held at UNESCO headquarters in Paris. The meeting aimed at providing space for a dialogue and the sharing of innovative ideas and views on how to establish information and communication technology policies and development programmes to ensure that the gender perspective is fully integrated into them. The participants discussed good practices and lessons learned outlining appropriate policy options and producing recommendations for the establishment of a common strategy to better address these issues at the World Summit on the Information Society, to be held in December 2003 in Geneva. By encouraging, promoting and initiating appropriate programme activities, UNESCO believes that the important questions raised in respect of women's accessibility, participation and skilled use of information and communication technologies in disadvantaged communities will ultimately benefit the environment and structures in these communities.

14. In the project entitled "Open learning communities for gender equity with the support of information and communication technologies", local communities in Mozambique and South Africa address issues of malaria, youth unemployment and HIV/AIDS. They focus on discovering and rediscovering local and global knowledge, experiences and wisdom in these areas. In addition, by using information and communication technology, they develop their own contents and learning tools, which support their individual and collective learning processes. Furthermore they transform local tele-centres into places of meaningful learning and community-building. At all stages, they take into account the relations, needs and perspectives of both men and women and girls and boys in an effort to promote equity between them.

15. The UNESCO International Programme for the Development of Communication funded in September 2003 a women's workshop on advanced computer-assisted reporting and enabled women journalists from 13 Asian and

Pacific countries to attend a two-week advanced computer-assisted reporting course at the Asia-Pacific Institute for Broadcasting Development in Kuala Lumpur.

## E. Women, gender and culture

16. The Universal Declaration on Cultural Diversity, adopted on 2 November 2001 by the General Conference of UNESCO at its thirty-first session,[b] emphasizes the importance of the preservation and transmission of values and cultural heritage. Taking into account the contribution of women and the role they play in teaching language and cultural heritage to their children will be crucial for the implementation of the Declaration's action plan.

17. The importance of women's crafts, the expression of age-old tradition, in the fight to alleviate poverty led UNESCO to launch a series of creative workshops for craftswomen working in the same sphere of activity and geographical region (textiles in Central America, western Africa and Central Asia; pottery and basketry in southern Africa), in order to encourage the development of small craft businesses and develop more self-confidence and reliance on their talents.

18. The joint UNESCO/UNAIDS project entitled "Cultural approach to HIV/AIDS prevention and care" was launched in 1998 with the aim of stimulating reflection and action for the better application of a "cultural approach" to AIDS. This approach fosters a more supportive environment for those who are infected by raising awareness in the communities involved, and by using local social references, taboos and accepted behaviours in consciousness-raising and sensitivity workshops concerning safe sex, hygiene and stereotypes.

19. Economic and sexual dependence as well as illiteracy among women and girls, combined with men's overemphasis on masculinity, are worsened by extreme poverty and are linked to deeply rooted traditional value systems. These situations promote a high prevalence of HIV/AIDS. A solution to these situations may be found in culturally appropriate and gender-sensitive education, initiated at an early age, that would enhance the development of a new culture, on the basis of shared efforts to develop HIV/AIDS prevention and care and to improve the economic and social situation of individuals.

## F. Women, gender and Africa

20. Promoting the role of African women in all UNESCO activities in Africa and, in particular, their contribution to promoting a culture of peace has always been central to the concerns of the UNESCO Africa Department. The Department provided, for instance, special support for the organization of the Pan-African Women's Conference entitled "Women organize for peace and non-violence in Africa" (Zanzibar, United Republic of Tanzania), held from 17 to 20 May 1999. The work of the 300 participants concluded with the adoption of the Zanzibar Declaration.

21. As part of its work to empower women at the grass-roots level through community media, UNESCO has been focusing on strengthening community radio stations run by women, established during the previous biennium, by means of training activities and support for programme preparation and production.

22. The Organization has provided assistance for training women communications specialists in Cameroon and Mozambique and producing programmes reflecting

women's concerns: practical advice, and information on literacy, health, childcare, better farming techniques, vocational training, job opportunities and women's role in implementing development policies. The broadcasting of these programmes on community radio stations, particularly in Cameroon, has been designed to give women the means to express their opinions at the grass-roots level while satisfying their cultural aspirations and developing their creativity. An assessment is currently under way to determine whether these activities have helped to improve the condition of women in rural communities.

23. The guidance and counselling programme concerns the non-academic aspects of education, in this case the emotional and social dimensions of the school life of the child. It gives greater significance to the education of children, enabling young people to acquire the capabilities and knowledge they need to achieve autonomy. The programme seeks to create and institutionalize guidance and counselling services in parallel with school life, while giving priority to the education of girls and placing emphasis on HIV/AIDS preventive education. The programme was established in 1994 by the African Ministers of Education and now involves 27 sub-Saharan African countries. Local workshops were organized in the 27 participating countries, and the preparation of guidance and counselling training materials for the Francophone Group continued. The resulting materials included manuals to supplement the training kit units on: the reproductive health of adolescents; the rights and duties of girls and women; and personal, family and domestic life skills. Training kit units prepared for the Anglophone Group include HIV/AIDS education, enterprise education, and racial and ethnic harmony.

24. Within the framework of the special project for the promotion of girls' and women's education in Africa, UNESCO and the Government of Burkina Faso organized a three-day seminar on the establishment in Ouagadougou of a Centre for the education of girls, with particular attention being devoted to the examination of the required plan and timetable of work. The participants in the seminar comprised a wide-ranging group of people, from both the public and private sectors, who are actively involved in the education of girls and women, as well as the representatives of various organizations.

## G. Women, gender and a culture of peace

25. UNESCO represents the lead agency of the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010).[c] The eight action areas within the 1999 United Nations Declaration and Programme of Action on a Culture of Peace focus, among others, on gender equality. To ensure equality between women and men, UNESCO has published various pertinent training manuals and reference books in recent years, namely *Promoting Women's Participation in Conflict Resolution to Build a Culture of Peace* (in collaboration with the Forum for African Women Educationalists), *Education for a Culture of Peace in a Gender Perspective (2001), Women Say "No" to War (1999), Towards a Women's Agenda for a Culture of Peace (1999), Male Roles, Masculinities and Violence: A Culture of Peace Perspective (2000)* and *Best Practices in Peace-Building and Non-Violent Conflict Resolution: Some Documented African Women's Peace Initiatives*.

26. In the light of the International Decade for a Culture of Peace and Non-Violence for the Children of the World and for ensuring equality between women

and men, the fourth edition of the *Passport to Equality*, a personalized, passport-sized presentation of the Convention on the Elimination of All Forms of Discrimination against Women, was released in English and French. A Spanish edition is under preparation, together with a popular version, which is being prepared in close collaboration with the Associated Schools Project.

27. Funded by the Nippon Foundation, the $30,000 UNESCO Prize for Peace Education has been awarded since 1981 to encourage efforts to raise public awareness and convince people of the need for peace. UNESCO Director-General Koichiro Matsuura has awarded the Organization's 2003 Prize for Peace Education to Father Emil Shufani, the Arab-Israeli principal of the Greek-Catholic St. Joseph's College, in Nazareth, on the recommendation of the prize's international jury. Moreover, the jury also awarded an Honourable Mention to Yolande Mukagasana, a Rwandan-Belgian woman born in Rwanda in 1954. During the 1994 genocide, Ms. Mukagasana lost her husband and three children and saw the health centre she had founded destroyed. She went on to build an orphanage and adopted 17 children. Since 1995, she has been a refugee in Belgium, where in 1999 she created Nyarimambo Point d'Appui, a foundation for remembrance of the Rwanda genocide and for reconstruction, which tries to raise the public's (especially young people's) awareness of the tragedy, using literature, theatre and lectures. An exhibition called *Les blessures du silence* (the wounds of silence) has been shown in schools in Rwanda, Canada and many European countries.

28. The Asian Women for a Culture of Peace Conference was organized by the Government of Viet Nam in cooperation with UNESCO and the Economic and Social Commission for Asia and the Pacific (ESCAP) in Hanoi from 6 to 9 December 2000. It was convened as an Asian celebration of the International Year for a Culture of Peace (2000)[d] and as part of the culture of peace process initiated by UNESCO, as well as in preparation for the International Decade for a Culture of Peace and Non-Violence for the Children of the World. The primary aim of the Conference was to provide a forum for Asian women to share their visions, experiences and strategies on the theme of peace-building and non-violence in Asia, and to coordinate their actions for the promotion of a culture of peace as a prerequisite for sustainable and environmentally sound development.

29. The Conference was attended by 150 delegates and observers from 35 countries in Asia and the Pacific as well as representatives of non-Asian countries, organizations of the United Nations system, national government and non-governmental organizations and regional institutions. It was also attended by a number of guests of honour from the Parliament and Government of Viet Nam and the Dean of the diplomatic corps as well as ambassadors and representatives of funding countries and agencies.

30. In the concluding Hanoi Declaration, the Asian women strongly advocated that:

(a) Education be the key to human development and peace, along with respect for human rights, dignity and cultural diversity, equal participation in decision-making by women and men, and reorientation of social and economic policies and structures;

(b) The media play a responsible role in shaping public perceptions, in eliminating stereotyped images of women and men, in de-glamourizing wars and

armed violent conflicts and in reflecting increased engagement of women in the Culture of Peace;

(c) The role and potential of women and men in the eradication of poverty, the enhancement of the economic development of the family and the community, as well as the empowerment of women through training for employment and livelihood programmes, and through equitable participation in science and technology for sustainable development, be further promoted;

(d) Women's distinctive experiences, perspectives, skills and competence in conflict resolution and management, in opposing the use of force, in preventing violence, in healing and reconciliation, as well as women's potential for leadership, be recognized and enhanced.

## H. Women, gender and the participation programme

31. The Participation Programme enables UNESCO to associate itself with activities compatible with its goals, carried out by Member States and different organizations and institutions. Member States are requested to ensure that a sufficient number of projects specifically devoted to women are submitted under this Programme. Including gender issues, this programme is designed to strengthen partnerships between Member States, or between non-governmental organizations and UNESCO, by contributing mutually to its implementation. Participation may take a variety of forms: the provision of specialists or fellowships, or of equipment and documentation; the organization of meetings, conferences, seminars or training courses. The Participation Programme is being increasingly used to fund activities aimed at supporting the development efforts of the Member States at the country level and at strengthening the national commissions.

## I. General

32. Titouan Lamazou, French artist and former World Champion of offshore sailing races, was designated, within the framework of the celebrations of International Women's Day 2003, UNESCO Artist for Peace on 12 March 2003 at UNESCO headquarters, in recognition of his artistic accomplishments which favour women's empowerment and women's human rights. Lamazou, who became the forty-seventh UNESCO Artist for Peace, will first and foremost help to promote the Organization's message through collaboration with the Bureau of Strategic Planning and the Women and Gender Equality Section.

33. In this context, and within the framework of his broad artistic career, Mr. Lamazou publishes paintings and drawings in a series entitled "Portraits of women of the world". During the coming two years, Lamazou will visit numerous regions of the world with the aim of bringing back stories illustrated by paintings, photographs, texts and videos on both famous and unknown women. To continue his series of "Portraits of women of the world" Lamazou has recently travelled to India, Bangladesh and Nepal.

# III. Measures taken by UNESCO to implement the provisions of the Convention in the countries whose reports are being considered at the thirtieth session

## A. Belarus

### Basic statistics — population and education[c]

| | *Population in thousands* | | |
|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* |
| 2000 | **10 187** | **4 746** | **5 441** |

| | *Gross Enrolment ratio (%) (Primary)** | | | *Net enrolment ratio (%) (Primary)** | | |
|---|---|---|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* | *Total* | *Male* | *Female* |
| 2000/2001 | **109** | **109** | **108** | **99** | **100** | **99** |

| | *Gross enrolment ratio (%) (Secondary)** | | | *Net enrolment ratio (%) (Secondary)** | | |
|---|---|---|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* | *Total* | *Male* | *Female* |
| 2000/2001 | **84** | **83** | **86** | **76** | **76** | **76** |

| | *Gross enrolment ratio (%) at tertiary level* | | |
|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* |
| 2000/2001 | **56** | **49** | **63** |

| | *Gender parity index (%)* | | |
|---|---|---|---|
| *Year* | *Net enrolment ratio (Primary)* | *Net enrolment ratio (Secondary)* | *Gross enrolment ratio (Tertiary)* |
| 2000/2001 | **0.99** | **1.01** | **1.29** |

* UNESCO Institute for Statistics Estimation.

## B. Bhutan

### Basic statistics — population and education

| | *Population in thousands* | | |
|---|---|---|---|
| *Year* | *Total* | *Male* | *Female* |
| 2000 | **2 085** | **1 054** | **1 032** |

| Year | Gross enrolment ratio (%) (Primary) | | | Net enrolment ratio (%) (Primary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| | **NI** | **NI** | **NI** | **NI** | **NI** | **NI** |

| Year | Gross enrolment ratio (%) (Secondary) | | | Net enrolment ratio (%) (Secondary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| | **NI** | **NI** | **NI** | **NI** | **NI** | **NI** |

| Year | Gross enrolment ratio (%) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| | **NI** | **NI** | **NI** |

| Year | Gender parity index (%) | | |
|---|---|---|---|
| | Net enrolment ratio (Primary) | Net enrolment ratio (Secondary) | Gross enrolment ratio (Tertiary) |
| | **NI** | **NI** | **NI** |

**Activities under the programme of UNESCO (2002/2003)**

**Women, gender and culture**

34. The Poverty-Alleviation Cross-Cutting Project entitled "Development of cultural and ecotourism in the mountainous regions of Central Asia and in the Himalayas" includes activities targeting rural women in Kyrgyzstan and Nepal. This interdisciplinary project aims to promote sustainable community-based cultural and ecotourism in isolated mountain areas of Central Asia and in the Himalayas, with a focus on poverty alleviation, reduction of rural-urban migration and the preservation of the cultural and natural heritage. A major strength of the project, which is being carried out by local and international non-governmental organizations in Bhutan, India, the Islamic Republic of Iran, Kazakhstan, Kyrgyzstan, Nepal, Pakistan and Tajikistan, is its practical, hands-on approach to tackling rural poverty and its decided emphasis on community participation and South-South cooperation. The project aims at meeting many of the goals set out in Article 14 of the Convention on the Elimination of All Forms of Discrimination against Women, notably 14.2 (a), (d), (e), (f) and (g).

## C. Ethiopia

### Basic statistics — population and education

| Year | Population in thousands | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000 | **62 908** | **31 259** | **31 649** |

| Year | Gross enrolment ratio (%) (Primary) | | | Net enrolment ratio (%) (Primary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2000/2001 | **64** | **76** | **52** | **47** | **53** | **41** |

| Year | Gross enrolment ratio (%) (Secondary)* | | | Net enrolment ratio (%) (Secondary)* | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2000/2001 | **18** | **22** | **14** | **13** | **15** | **10** |

| Year | Gross enrolment ratio (%) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000/2001 | **2** | **2** | **1** |

| Year | Gender parity index (%) | | |
|---|---|---|---|
| | Net enrolment ratio (Primary) | Net enrolment ratio (Secondary) | Gross enrolment ratio (Tertiary) |
| 2000/2001 | **0.77** | **0.68*** | **0.27** |

* UNESCO Institute for Statistics Estimation.

## D. Germany

### Basic statistics — population and education

| Year | Population in thousands | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000 | **82 017** | **40 148** | **41 869** |

| Year | Gross enrolment ratio (%) (Primary 2000/2001) | | | Net enrolment ratio (%) (Primary 1999/2000) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| | **104** | **104** | **104** | **87** | **86** | **87** |

| Year | Gross enrolment ratio (%) (Secondary) | | | Net enrolment ratio (%) (Secondary)* | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2000/2001 | **99** | **100** | **99** | **89** | **89** | **89** |

| Year | Gross enrolment ratio (%) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 1998/1999 | **46** | **47** | **45** |

| Year | Gender parity index (%) | | |
|---|---|---|---|
| | Net enrolment ratio (Primary) | Net enrolment ratio (Secondary) | Gross enrolment ratio (Tertiary) |
| | **1.02** | **1.01*** | **0.96** |

* UNESCO Institute for Statistics Estimation.

### Activities under the programme of UNESCO (2002/2003)

### Women, gender and natural sciences

*Fellowships*

35. In 2002, Mary Osborn received the L'Oréal-UNESCO Award for Women in Science in recognition of her contribution to research in the life sciences. She is one of the pioneers of immuno-fluorescence microscopy, a technique that today is used in laboratories throughout the world. Her work has many important applications and has resulted in new reagents that can be used in the differential diagnosis of human tumours.

## E. Kuwait

### Basic statistics — population and education

| Year | Population in thousands | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000 | **1 914** | **1 115** | **800** |

| Year | Gross enrolment ratio (%) (Primary) | | | Net enrolment ratio (%) (Primary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2000/2001 | **94** | **95** | **93** | **83** | **84** | **82** |

| Year | Gross enrolment ratio (%) (Secondary)* | | | Net enrolment ratio (%) (Secondary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2000/2001 | 56 | 55 | 57 | NI | NI | NI |

| Year | Gross enrolment ratio (%) at tertiary level* | | |
|---|---|---|---|
| | Total | Male | Female |
| 1998/1999 | 21 | 13 | 30 |

| Year | Gender parity index (%) | | |
|---|---|---|---|
| | Net enrolment ratio (Primary) | Net enrolment ratio (Secondary) | Gross enrolment ratio (Tertiary) |
| 2000/2001 | 0.98 | NI | 2.31** |

* UNESCO Institute for Statistics Estimation.
** 1998/99.

## F. Kyrgyzstan

### Basic statistics — population and education

| Year | Population in thousands | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000 | 4 921 | 2 413 | 2 508 |

| Year | Gross enrolment ratio (%) (Primary) | | | Net enrolment ratio (%) (Primary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2000/2001 | 101 | 103 | 100 | 82 | 84 | 81 |

| Year | Gross enrolment ratio (%) (Secondary) | | | Net enrolment ratio (%) (Secondary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2000/2001 | 86 | 86 | 86 | NI | NI | NI |

| Year | Gross enrolment ratio (%) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000/2001 | 41 | 40 | 42 |

| Year | Gender parity index (%) | | |
|---|---|---|---|
| | *Net enrolment ratio (Primary)* | *Net enrolment ratio (Secondary)* | *Gross enrolment ratio (Tertiary)* |
| 2000/2001 | **0.97** | **NI** | **1.04** |

**Activities under the programme of UNESCO (2002/2003)**

**Women, gender and education**

36. Within the framework of the National Action Plan on Education for All, UNESCO and the Ministry of Education and Culture of Kyrgyzstan are developing a project entitled "Inclusion of a gender perspective in family education". Within the framework of the project, facilitators will be trained, a number of workshops for parents will be conducted in 2003, and training materials will be published in Kyrgyz.

**Women, gender and culture**

37. The Poverty-Alleviation Cross-Cutting Project entitled "Development of cultural and ecotourism in the mountainous regions of Central Asia and in the Himalayas" includes activities targeting rural women in Kyrgyzstan and Nepal. This interdisciplinary project aims to promote sustainable community-based cultural and ecotourism in isolated mountain areas of Central Asia and in the Himalayas, with a focus on poverty alleviation, reduction of rural-urban migration and the preservation of the cultural and natural heritage. A major strength of the project, which is being carried out by local and international non-governmental organizations in Bhutan, India, the Islamic Republic of Iran, Kazakhstan, Kyrgyzstan, Nepal, Pakistan and Tajikistan, is its practical, hands-on approach to tackling rural poverty, and its decided emphasis on community participation and South-South cooperation. The project aims to meet many of the goals set out in Article 14 of the Convention on the Elimination of All Forms of Discrimination against Women, notably 14.2 (a), (d), (e), (f) and (g).

38. In Kyrgyzstan, the project is undertaking the development of home-stays and yurt camps for tourists in rural areas, promoting high-quality crafts made by local women's associations, involving the local community in the protection of the cultural heritage and promoting traditional cultural festivals, including festivals of local cuisine and handicrafts. Rural women are involved in each of these activities, benefiting from training activities organized by the project and forming cooperatives and business organizations to bring the benefits of tourism to local households and communities.

## G. Nepal

**Basic statistics — population and education**

| Year | Population in thousands | | |
|---|---|---|---|
| | *Total* | *Male* | *Female* |
| 2000 | **23 043** | **11 811** | **11 232** |

| Year | Gross enrolment ratio (%) (Primary) | | | Net enrolment ratio (%) (Primary)* | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2000/2001 | 118 | 128 | 108 | 72 | 77 | 67 |

| Year | Gross enrolment ratio (%) (Secondary)* | | | Net enrolment ratio (%) (Secondary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| 2000/2001 | 51 | 58 | 43 | NI | NI | NI |

| Year | Gross enrolment ratio (%) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| 2000/2001 | 5 | 7* | 2* |

| Year | Gender parity index (%) | | |
|---|---|---|---|
| | Net enrolment ratio (Primary) | Net enrolment ratio (Secondary) | Gross enrolment ratio (Tertiary) |
| 2000/2001 | 0.87* | NI | 0.27* |

* UNESCO Institute for Statistics Estimation.

## Activities under the programme of UNESCO (2002/2003)

### Women, gender and education

39. The activities of UNESCO relating to education in Nepal are focused on the non-formal education sector. One of the major activities of UNESCO/Kathmandu is the community learning centre project, currently being implemented in seven districts of the country, namely Baitadi, Dadeldhula, Rasuwa, Jhapa, Kathmandu, Lalitpur and Bhaktapur. The project aims to provide continuous lifelong education in different forms to each community. Through both formal and non-formal education, a struggle is fought against illiteracy, with a strong emphasis on girls and women. Other activities, which are being undertaken by the community learning centres, include vocational training, income-generating activities, women's empowerment and cultural activities.

40. UNESCO has been working since 2000 with the Center for Legal Research and Resource Development for the grass-roots prevention of the trafficking of girls and women for sexual exploitation, and a change in the social values that support it. The programme is founded on the belief that gender inequality is the main cause of trafficking and other forms of violence against women. The long-term goal of the programme is the gradual change in cultural assumptions and traditional roles that can disadvantage women in society. The major activities of the programme have been: paralegal training for women and men and the formation of paralegal committees; training for schoolteachers; empowerment of adolescent girls; income generation; vital event registration (accurate records of events such as birth, marriage and migration); combating trafficking of women and girls; enhanced

information on trafficking and improved enforcement of legal rights; law reform and the Women Victim's Legal Aid Clinic. The programme also receives support from other United Nations agencies (the United Nations Children's Fund and the International Labour Organization) and international non-governmental organizations (Plan International and the Belgian Foundation).

41. UNESCO is implementing a project entitled "Scientific, technical and vocational education for girls" in Lalitpur and Rasuwa, which seeks to reduce poverty by providing poor, marginalized, adolescent girls with technical and vocational training in order to improve their career prospects.

**Women, gender and culture**

42. The Poverty-Alleviation Cross-Cutting Project entitled "Development of cultural and ecotourism in the mountainous regions of Central Asia and in the Himalayas" includes activities targeting rural women in Kyrgyzstan and Nepal. This interdisciplinary project aims to promote sustainable community-based cultural and ecotourism in isolated mountain areas of Central Asia and in the Himalayas, with a focus on poverty alleviation, reduction of rural-urban migration and the preservation of the cultural and natural heritage. A major strength of the project, which is being carried out by local and international non-governmental organizations in Bhutan, India, the Islamic Republic of Iran, Kazakhstan, Kyrgyzstan, Nepal, Pakistan and Tajikistan, is its practical, hands-on approach to tackling rural poverty and its decided emphasis on community participation and South-South cooperation. The project aims to meet many of the goals set out in Article 14 of the Convention on the Elimination of All Forms of Discrimination against Women, notably 14.2 (a), (d), (e), (f) and (g).

43. In Nepal, the project is developing home-stays run by local women in the isolated and economically disadvantaged region of Humla, and it has organized women's leadership training in Simikot, the regional capital.

**Participation programme**

44. Within the participation programme 2002/2003, UNESCO contributes financially to the project entitled "Women's Empowerment for Community Development" conducted in Nepal. The project organizes training for women on the rights of women, on skill development and on literacy. Furthermore two microcredit programmes will be implemented.

## H. Nigeria

**Basic statistics — population and education**

| *Year* | *Population in thousands* | | |
|---|---|---|---|
| | *Total* | *Male* | *Female* |
| 2000 | **113 862** | **57 383** | **56 479** |

| Year | Gross enrolment ratio (%) (Primary) | | | Net enrolment ratio (%) (Primary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| | NI | NI | NI | NI | NI | NI |

| Year | Gross enrolment ratio (%) (Secondary) | | | Net enrolment ratio (%) (Secondary) | | |
|---|---|---|---|---|---|---|
| | Total | Male | Female | Total | Male | Female |
| | NI | NI | NI | NI | NI | NI |

| Year | Gross enrolment ratio (%) at tertiary level | | |
|---|---|---|---|
| | Total | Male | Female |
| | NI | NI | NI |

| Year | Gender parity index (%) | | |
|---|---|---|---|
| | Net enrolment ratio (Primary) | Net enrolment ratio (Secondary) | Gross enrolment ratio (Tertiary) |
| | NI | NI | NI |

**Activities under the programme of UNESCO (2002/2003)**

**Women, gender and education**

45. The guidance and counselling programme concerns the non-academic aspects of education, in this case the emotional and social dimensions of the school life of the child. It gives greater significance to the education of children, enabling young people to acquire the capabilities and knowledge they need to achieve autonomy. The programme seeks to create and institutionalize guidance and counselling services in parallel with school life, while giving priority to the education of girls and placing emphasis on HIV/AIDS preventive education. The programme was established in 1994 by the African Ministers of Education and now involves 27 sub-Saharan African countries, including Nigeria. A working committee, composed of members from the participating countries, is responsible for the follow-up and implementation of the project. Regional training courses have been organized in English for the benefit of political leaders, teachers, trainers of teachers, young people and social workers in Malawi, where the temporary Centre for Guidance, Counselling and Youth Development in Africa is located. A permanent centre is being built. Local workshops were organized in the 27 participating countries, and the preparation of guidance and counselling training materials was continued. The resulting training kits included HIV/AIDS education, enterprise education, and racial and ethnic harmony.

46. In the context of the United Nations Girls' Education Initiative, UNESCO launched a joint study of the E-9 countries (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan). At the national level, the project consists of taking stock of existing achievements and bottlenecks, identifying policies

adopted to facilitate access to education by all girls, and verifying whether implementation procedures match adopted policies and plans. A synthesis study on the basis of national findings not only summarizes the lessons learned and good practices, but also develops proposals for proactive policies and programmes to achieve education for girls within the context of Education for All.

**Women, gender and natural sciences**

*Fellowships*

47. In February 2003, a UNESCO-L'Oréal fellowship of $20,000 was granted to Ms. Luka Gesinde to pursue research in the Department of Agricultural and Food Studies at the University of Plymouth in the United Kingdom.

48. Under the UNESCO-Aschberg Bursaries for Artists Programme, Ms. Faith Adiele received a fellowship in 2002 to continue her training.

**Women, gender and Africa**

49. UNESCO, in collaboration with the Africa Leadership Forum, convened a regional conference on African Women and the New Partnership for Africa's Development (NEPAD) at the secretariat of the Forum, in Ota, Nigeria, from 3 to 5 February 2002. The principal objective of the conference was to increase awareness about NEPAD and to build a popular support base within the organized civil society in general and women's groups in particular. Among other things, the conference identified the possible entry points for African women in the programmes and activities of NEPAD and a number of frameworks and possible modalities for women's groups to interface effectively with NEPAD.

50. The conference served as an added opportunity for the women's groups to evaluate the current mechanisms for monitoring and evaluating the priority areas of security, stability, development and cooperation, and the roles of women in this process, while forming the basis for a structured understanding of African women's place in the development and implementation of continental initiatives.

**Participation programme**

51. Within the participation programme 2002/2003, UNESCO contributes financially to a practical training workshop on environmental degradation, reclamation, conservation and pollution prevention for rural women and youth, conducted in Nigeria.

*Notes*

[a] See General Assembly resolution 53/243 of 13 September 1999.

[b] United Nations Educational, Scientific and Cultural Organization, *Records of the General Conference, Thirty-first Session, Paris, 15 October-3 November 2001*, vol. 1, *Resolutions*, resolution 25, annexes I and II.

[c] The International decade for a Culture of Peace and Non-Violence for the Children of the World was proclaimed by the General Assembly in its resolution 53/25 of 10 November 1998. See also www.unesco.org/iycp.

[d] The International Year for the Culture of Peace was proclaimed by the General Assembly in its resolution 52/15 of 20 November 1997.

[e] In the tables in chapter III, "gross enrolment ratio" is defined as the number of pupils enrolled in the given level of education, regardless of age, expressed as a percentage of the population in the relevant official age group; "net enrolment ratio" is defined as the number of pupils in the official age group for a given level of education enrolled in that level, expressed as a percentage of the total population in that age group; and "gender parity index" is defined as the ratio of the female to male values of a given indicator.